

Rhode Island Department of Education
Office for Diverse Learners

School Support System Report and Support Plan

Newport Public School System
May 17-20, 2010

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student Results. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this, the SSS includes these components:

- The Orientation Meeting The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the LEA and School Site Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either Result or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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**NEWPORT
SCHOOL SUPPORT SYSTEM (IDEA)**

MAY 17 – 20, 2010

TEAM MEMBERS

Team A – Barrie Grossi, Kathy Kuiper

Team B – Alice Woods, Keith Remillard

Team C – Jane Keane, Michele Laurent, Alyssa Walsh

Team D – Susan Wood, Eileen Murray

1. SCHOOL IMPROVEMENT OVERVIEW/ FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	District Strategic Plan The district is currently developing a new strategic plan. This will involve sixty-eight participants, including the school committee, community, administrators, and leading faculty. Action plans will be developed during the summer of 2010.	District Presentation Document Review		
Result	2	School Improvement Plans Throughout the district, there was evidence of comprehensive school improvement plans aligned to the district strategic plan. All school improvement plans included targets addressing student performance along with school climate. The school improvement teams are comprised of the school administrators, general and special educators, elective teachers, parent along with community representatives. The teams meet regularly with sub-committee activities held as appropriate.	District Presentation Document Review		
Result	3	Professional Development Throughout the district development is provided for faculty and staff through a variety of job embedded opportunities. Staff interviewed at Underwood and Coggeshall have the perception that job embedded professional development opportunities are limited. The focus for school wide professional development is currently addressing curriculum interventions, progress monitoring, the development of common assessments, and the use of interpretations of assessment tools (NWEA, AIMSweb, TieNet).	District Presentation Document Review		
Result	4	Instructional Strategies and Supports Throughout the district there was evidence of student centered, teacher-facilitated, differentiated instruction along with selected reading and journal writing all aligned to the GLE's and GSE's.	District Presentation Document Review Interviews Observation		
Result	5	Response to Intervention (Rtl) Targeted interventions, informed by varying assessments throughout the district, are being provided for students through tiered literacy and numeracy support. The protocol for providing a school-based Rtl structures are still emerging at the building level as the systems to support the school level teams are not yet fully developed. There is	District Presentation Document Review Interviews		

		an emphasis upon individual educator expertise versus a well designed problem solving approach.			
Result	6	<p>Family Engagement and Supports: Family engagement is encouraged and evident in the elementary schools. Schools have active PTOs that sponsor numerous family events throughout the year, and provide volunteers and funding for many school based projects.</p> <p>Communication with families with the special educators occurs via phone, email, quarterly and ongoing. Families of students with disabilities are reported to have a high rate of attendance at IEP meetings.</p> <p>Elementary schools have a Family Service Coordinator, from East Bay Community Action, who may provide reminder phone calls, transportation to IEP meetings and home visits. Any home contacts with the families are led by school professional staff and supported by the Family Service Coordinator. There is an effort to form positive relationships with parents. The Family Service Coordinator facilitates access to a wide variety of community supports and provides some services including transportation, Aquidneck Mentoring Program, Parenting Partners, CARES, After school 21st Century , tutoring, home visits, phone support and contacts, and a backpack program with Sullivan School.</p> <p>Special Education Advisory Committee information is disseminated to families at the district level. Information regarding meetings is mailed approximately four times per year beginning in the fall.</p>	District Presentation Document Review Interviews Observation		
Result	7	<p><u>School Efforts to Partner with Parents:</u> The district's rate of parent participation in the annual Special Education Statewide Parent Survey* is 10.82% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents, as a means of improving services and results for children with disabilities, are at or above the state standard is 43 %.</p>	District Presentation Document Review Interviews Observation		

		The Newport Local Advisory Committee (NLAC) is currently recruiting new leadership (two of three chairs are leaving due to moving and graduation) and new membership. The Special Education Director or Coordinator attends each meeting to advise and provide support. The group planned and advertised five informational meetings, but had low attendance.			
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2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>Based on the FY July 1, 2008 – June 30, 2009 State Performance Plan information on Newport's Program Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 60.00%. (RI District Average is 70.86%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 16.20% (RI District Average is 18.11%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 4.56% (RI District Average is 5.15%)</p> <p>If a district is 1 standard deviation from the RI district average the district is considered discrepant for the target. Newport is discrepant (more than one standard deviation from the State average) for students educators 80-100 % of the time in general education settings. Note: This is not a compliance indicator.</p>	<p>Document Review Interviews Observation</p>		

Result	2	<p>Significant Disproportionality</p> <p>Newport has significant disproportionality for students who are Black, Native American, and Hispanic in the area of Learning Disabilities. In addition, students who are Native American are significantly over represented in disabilities overall. Native American student enrollment is declining while numbers of students with IEPs is rising slightly resulting in an increase in risk ratios. An improvement trend is noted for the area of LD for students who are Black or Hispanic. Policies, procedures, and practices were examined and current levels of disproportionality are not due to inappropriate identification practices. The district has provided evidence of revised policies, procedures, and practices through the CRP process and through participation in targeted technical assistance from RIDE in conjunction with the New England Equity Assistance Center, the Rtl Technical Assistance Project, and RIC Urban Multicultural Special Education coursework. On-going review of qualitative and quantitative data verifies district compliance in the area of disproportionate representation.</p> <p>Learning Disabilities (LD)</p> <table><tr><td>Black</td><td>2006</td><td>2007</td><td>2008</td><td>2009</td></tr><tr><td>Students with Disability</td><td>85</td><td>103</td><td>96</td><td>67</td></tr><tr><td>Total Students</td><td>641</td><td>625</td><td>583</td><td>569</td></tr><tr><td>District Risk</td><td>13.26</td><td>16.48</td><td>16.47</td><td>11.76</td></tr><tr><td>Nat'l Risk</td><td>4.05</td><td>4.14</td><td>4.14</td><td>4.14</td></tr><tr><td>District Risk Ratio</td><td>3.27</td><td>3.98</td><td>3.98</td><td>2.84</td></tr></table> <table><tr><td rowspan="2">Native American</td><td colspan="4">LD</td><td colspan="3">ADR</td></tr><tr><td>2006</td><td>2007</td><td>2008</td><td>2009</td><td>2006</td><td>2007</td><td>2008</td></tr><tr><td>Students with Disability</td><td>7</td><td>9</td><td>10</td><td>10</td><td>12</td><td>19</td><td>16</td></tr><tr><td>Total Students</td><td>61</td><td>53</td><td>51</td><td>49</td><td>61</td><td>53</td><td>51</td></tr><tr><td>District Risk</td><td>NA</td><td>NA</td><td>19.61</td><td>20.41</td><td>19.67</td><td>35.85</td><td>31.37</td></tr><tr><td>Nat'l Risk</td><td>4.05</td><td>4.14</td><td>4.14</td><td>4.14</td><td>9.08</td><td>9.15</td><td>9.15</td></tr><tr><td>District Risk Ratio</td><td>NA</td><td>NA</td><td>4.74</td><td>4.93</td><td>2.17</td><td>3.92</td><td>3.43</td></tr></table>	Black	2006	2007	2008	2009	Students with Disability	85	103	96	67	Total Students	641	625	583	569	District Risk	13.26	16.48	16.47	11.76	Nat'l Risk	4.05	4.14	4.14	4.14	District Risk Ratio	3.27	3.98	3.98	2.84	Native American	LD				ADR			2006	2007	2008	2009	2006	2007	2008	Students with Disability	7	9	10	10	12	19	16	Total Students	61	53	51	49	61	53	51	District Risk	NA	NA	19.61	20.41	19.67	35.85	31.37	Nat'l Risk	4.05	4.14	4.14	4.14	9.08	9.15	9.15	District Risk Ratio	NA	NA	4.74	4.93	2.17	3.92	3.43	Document Review Interviews Observation		
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Result	2	<p>Elementary Level</p> <p>At the elementary level, the continuum of service options includes resource support (pull-out model), intensive resource support for academic or behavioral needs, and special educators providing support in general education settings. Some students receive pull-out special education support for 3 or more hours.</p> <p>There is one psychologist and one social worker for the four elementary schools.</p> <p>There was a district-wide focus on TieNet training for all educators, with information on IEP review. Some staff were unclear about who is responsible for getting the IEP information to general education teachers.</p>	Document Review Interviews Observation																																					
Result Compliance Result	3	<p>Specific Elementary School and/or Student Issues</p> <p>At Cranston-Calvert Elementary School occupational therapy has classroom space on the 2nd floor in the building. Due to fire regulations, instruction and services for students under 7 years of age cannot be provided on the 2nd floor so service providers go to the first floor.</p> <p>Occupational and speech therapy services are often provided in the hallways for these young students. Although a movable partition is sometime used to visually block students, they and the therapists can still be heard. (RI Regulations 300.114)</p> <p>There is a structured program providing intensive behavioral support to students at Sullivan School. There is a safe room in this classroom, but it is difficult to see through the window due to tinting, scratches, etc. This can pose potential problems.</p>	District Presentation Document Review Interviews Observation	1. Special Education Administration, in conjunction with school administrators, will review and reconfigure space to address and resolve these issues. Timeline: Immediately and On-going Progress Check: October 2010	Oct 2010: Issues resolved.																																			

Compliance		<p>According to the IEP dated 9/14/2009 beginning on 9/6/2009 student was to have "Access to educational software for academic support as recommended in Tech Access evaluation 9/23/08, training of staff as recommended in 9/23/08 evaluation." The software/technology was not procured the entire school year and the student is still waiting. (AW4) (RI Regulations 300.105)</p> <p>At Sullivan School, there is a Behavior Specialist contracted through Newport Community School. This position is focused on improving behavior and supporting positive behavior.</p>		<p>2. This issue should be resolved in the summer of 2010. Timeline: Immediately and On-going Progress Check: October 2010</p>	
Result	4	<p>Middle Level There are 591 fifth through eighth grade students attending Thompson Middle School. Of that number, 99 are students with individual education plans (IEPs). Specialized instruction is provided for students through the traditional resource model (push in/pull out) with inclusionary and co-teaching practices emerging.</p> <p>The fifth grade functions as an elementary model with three clusters composed of two general educators. A special educator is assigned to the fifth grade team/cluster to provide specialized instruction through the resource model in the general education setting and pull out/small group instruction.</p> <p>There are two grade level teams providing instruction for grades six, seven and eight. Specialized instruction is provided through two special educators assigned at each grade level. At times a special educator may be responsible for specific IEP goals of students not on their case load and will provide the case manager of record information regarding the progress of that student.</p> <p>At the sixth, seventh and eighth grade special educators co-teach with the reading specialist ELA and Reading as determined by Tier 3 assessment data. Progress monitoring is being facilitated every two or three weeks using AIMS web.</p> <p>At the sixth grade a combination of language arts and social studies are additionally provided as an intervention strategy.</p> <p>A self-contained class is provided for students with more significant learning challenges needing individualized direct instruction and life skills experiences. Students participate with their typically developing peers in co-curricula classes along with some core content classes (science and social studies) when appropriate. There are currently eight students participating in this instructional setting with five of the students requiring an alternate assessment. For students eligible for alternate assessment, life skills/community experiences were limited.</p>	<p>Document Review Interviews Observation</p>		

		<p>A classroom setting has been provided for students with IEP's experiencing social /emotional challenges at Thompson Middle School. It is unclear how this program currently uses data to inform student-based decisions. There are currently seven students ranging from sixth through eighth grade attending this program with a four year age span. Students participate in core content area classes along with co-curricula classes as appropriate. The class is being facilitated by one special educator with two teacher assistants, currently long-term substitutes. These long-term substitute teacher assistants do not have training and/or experience with this population. Additionally there is no therapeutic support provided for the overall program through educator support as well as student support. Two physical restraints took place this school year by the special educator. The special educator has not been CPI trained/re-certified for this school year.</p>		<p>Special Educator will be retrained and/or recertified in crisis prevention and intervention for the 2010-2011 school year.</p> <p>Timeline: Immediately and On-going Progress Check: October 2010</p>	<p>Oct 2010: The district held multiple CPI trainings in the summer and fall of 2010. Sign in sheets document the special educators and others attended.</p>
Result	5	<p>Specific Middle Student Issues At Thompson Middle School students are being pulled out of social studies to receive speech and language services and supports.</p> <p>Students in 6th, 7th, and 8th grade, with and without IEPs, who have achieved progress being on Tier 3 interventions ELA/Reading are unable to move to a less restrictive content area class due to cluster group meeting and/ or scheduling. Newport is aware of this issue and is actively engaged in working toward solutions. The Superintendent's Commission anticipates resolution of this issue for the 2010-2011 school year.</p>	Document Review Interviews	.	<p>Oct 2010: The Superintendent led a Spring 2010 commission to redesign the TMS schedule ad service system. All students now have access to PLP, IEP, and general education services based on their needs. Scheduling is flexible, and reviewed three times each school year for all students.</p>
Result	6	<p>High School At Newport High School there are 620 students and approximately 103 have IEPs. The program continuum is a follows: -Resource supports. (10 or less students in resource with a special educator). Students receive credit for this Pass/Fail class. The class has a rubric and supports students work</p>	Document Review Interviews Observation		

Compliance	<p>in their classes.</p> <p>-Collaboratives (general and special education co-teachers). Any students whose IEP states that they need special education support in their general education classes are typically in a Collaborative class. Collaborative classes include Standards, ELA, Applied Algebra and Geometry, Physical Science, two Biology classes, Chemistry). This changes yearly based on student need.</p> <p>- Self-contained math, ELA and life skills (community-based transition/work exploration) for students with more intensive needs (currently 3 students working on the AAGSEs, 8 students are in class overall). Next year 4 students are projected for the program. Students access laundry facilities in the gym and the community. Two students participated in the Career & Tech culinary program this year, but the high school life skills program does not access culinary or cooking as part of their functional curriculum. Students who participate in the Life Skills program do not have access to a job coach. Opportunities for community-based experiences and job exploration/development were very limited this year. Further, the overall program articulation and curriculum were unclear. The current age range is 15-20 years of age. Next year, the age range is projected to be 14-20. (RI Regulations 300.301)</p>		<p>The overall life skills/transition program articulation and curriculum will be redesigned for the 2010-11 school year.</p> <p>Timeline: Immediately and On-going Progress Check: December 2010</p>	<p>Oct 2010: Students with life skills are now scheduled in two separate age-based groups, with a three year or less age span in each. A committee has been developed to realign the benchmarks for students working toward AAGSEs and we have purchased and implemented several new programs for this population (Agendas; Sign in Sheets; Guidelines for Students working toward AAGSE proficiencies.)</p>
Result	<p>-Behavior Support Program (BSP). This is the home base for students who have social/emotional challenges. Students may also have resource in this class per their IEP. Student's in their program may also access Nova Net for a credit recovery (11 students overall and no more than 8 per class).</p> <p>-Functional behavioral assessments are facilitated per the manifestation determination process as appropriate. The BSP teacher facilitates functional behavioral assessments for students who access the BSP program as needed.</p> <p>-The Alternate Learning Program (for both general and special education students) occurs every day from 2:00pm – 6:00pm. A special education teacher provides support daily as well as a reading teacher. There are four content area teachers (math, ELA, science, social studies) who work with students via Nova Net to access their curriculum needs.</p> <p>-Related services are provided as appropriate per the IEP.</p> <p>-Social worker and psychologist divide their time between the middle and high school. At the high school the social worker facilitates a social skills group with females on the spectrum as well as individual counseling per the IEP. The psychologist's primary role is assessment.</p>			

Result	7	In-school suspension occurs approximately once a week at the high school. Students access their resource support during their in-school suspension per their IEPs.	Interviews		
Result	8	Extended School Year (ESY) was held at the high school the previous summer. Eight students participated in ESY in the summer.	Document Review Interviews Observation		
Result	9	<p>The Newport Career and Technical Center is located on the campus of Roger High School. Some students who attend Career and Technology program receive all academic support at Rogers. Currently there are 6 students from outside Newport who attend the Career and Technology Center who receive IEP support at Rogers High School. The Principal at the high school is also the principal of the Career and Technical Center. The Career and Technical Center offers the following programs:</p> <p>Cosmetology Auto Mechanics Carpentry Culinary Arts</p> <p>Based at Rogers are the following Career and Technology programs: Information Technology Graphic Design</p>	Document Review Interviews Observation		
Result	10	Throughout the district students participate in advisories that focus on a variety of age appropriate topical areas. At the high school level is also the time that classes have assemblies (bullying, prom rules, spirit week, dress code, etc.) Students who participate in the Viking Café do not participate in advisory with their typical peers (see Transition Section for further information).	Document Review Interviews	See Transition Section – Item 6. The support plan reflected under that item is applicable to this item also.	Oct 2010: The Viking Café is now run by the Principal's own inclusive advisory section. All students participate in advisory with their typical peers.
Result	11	Throughout the district (grades 6-12) the Newport Community School is an after school program available for students to participate in an academic center supporting homework, reading, math and/or any other academic problem, clubs, Senior Project assistance etc.. The after school program additionally offers enrichment activities for students such as robotics, movies, fine arts and origami.	Document Review Interviews		
Result	17	In terms of special education program continuum, across the district, there is a need to engage in systemic review and program planning. Some examples of this include programming/supports for students who participate in Life Skills program/classes. Another	Document Review Interviews	Special Education Administration, in conjunction with	Dec 2010: The Director has convened two

		example is classes for students with social/emotional challenges. Further the overall programming articulation from elementary to middle and from middle to high school appears unclear.		other stakeholders, will review, refine, and readjust the program continuum across the district with a particular emphasis on programming/supports for students engaged in Life Skills classes and those receiving social emotional supports. Timeline: Immediate and On-going Progress Check: December 2010	program development committees for a) Behavioral Support Programming and, b) Programming for Students working toward Proficiency on the RIAA. (Agendas, Sign-In sheets; Needs Assessments)
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3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of approximately 23 students were reviewed prior to the on-site review by the review team. These were selected through a stratified random selection technique to allow the team to consider a representative variety of students. As a general note, the students' records reviewed were accessible and generally organized by areas.</p> <p>The following trends and themes were identified from the Record Review:</p> <ul style="list-style-type: none"> - Some items on most IEPs are left blank or are missing, especially Student's Home/Native Language on title page - Some documentation (consent, evaluation process, meeting invitations) is missing - Present level of performance do not include clear, measurable levels of academic achievement and functional performance, based upon data, describing the student's involvement and progress in the general curriculum, 	Document Review Interviews Records	<p>Assurances will be provided to the Rhode Island Department of Education, Office for Diverse Learners, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately and ongoing. Progress Check: December 2010</p>	<p>Dec 2010: The district assures RIDE that our software for writing IEPs has been upgraded and realigned with our general SSIS system to rectify the formatting errors. PD on Developing IEPs is being planned by the district's Special Education Leadership Team. (Agendas)</p>

		<ul style="list-style-type: none"> - Annual goal baseline does not include a brief specific quantitative measurable phrase. - Annual goals do not include measurability. - Progress measured, while it includes a statement of the type of data collected, it does not include how often data will be collected - Many IEPs contained short-term objectives that were not measurable. - More than half of the IEPs reviewed had careless errors in the Special Education, Related Services, and Supplementary Aids and Services sections. - It is unclear how students at the elementary level who have a Personal Literacy Plan (PLP) receive their reading services and special education. - There is no evidence of a consistent clearly defined system in place to demonstrate connections between the IEP and a PLP <p><u>Note:</u> In developing an IEP for a student who has a PLP, the IEP team would need to at a minimum describe the PLP and service as part of the present level of academic achievement. Whether the student also has a goal in the IEP would depend upon two factors whether the student's disability impacts progress in literacy and whether the student required specially designed instruction</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements) (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>		<p>Note: Newport special educators and literacy specialists, in conjunction with Special Education administrators, will develop a system of intervention protocols for literacy. Timeline: Immediately and On-going Progress Check: October 2010</p>	<p>Oct 2010: Our Rtl Toolkit is being developed. Our PLP drop-down menus have been revised in the Instructional Leads. (Agendas; Sign in Sheets; Software Menus)</p>
Result	2	<p>The use of general education benchmark data and general education classroom intervention data for IEP development is emerging. It is unclear how/what the plans are to assist IEPs teams in using general education curriculum and intervention data to inform IEP team decision-making. Further, it is unclear how the student's IEP goals and services are directly coordinated and implemented to allow access and progress in the general education community.</p>	Document Review Interviews	<p>IEP Professional Development will be provided on an on-going basis as appropriate.</p> <p>Progress Check: December 2010</p>	
Result	3	Indicator 11 of the SPP (The compliance mandate for this is	Document Review		

		100%) Newport is at 100% compliance for meeting evaluation timelines for initial referrals for the 2008-2009 school year and they are currently at 100% for the 2009-2010 school year to date. This is to be commended. RIGL 300.301	Interviews		
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4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	Child Outreach screening is advertised in doctor's offices and, this year, over the radio. There is a process for children transitioning from Early Intervention that usually consists of three meetings: to "meet and greet"; review evaluations; and write the IEP. Services are provided through an integrated pre-school program, on a walk-in basis and through Head Start.	Document Review Interviews		
Result	2	Preschool transition to kindergarten In August, all students are invited to kindergarten orientation which occurs during August for all students and students with IEPs are absolutely included and invited. For students with IEPs, the IEP team convenes and, once decisions are made about services, classroom teachers meet to discuss the students IEP needs. In addition, every May parents are invited to an orientation in conjunction with their community partners. A copy of the Early Learning Standards is provided to each parent. There is strong collaboration between Newport school district, preschool teachers and outside agencies such as Head Start, Martin Luther King Center, child family services, etc.	Document Review Interviews		
Result	3	<u>Secondary Vocational Assessments (middle school)</u> At Thompson Middle School special educators who provide case management for students with IEP's who are 14 years of age use both WayToGoRI and the Enderle-Severson Transition Rating Scale. Interpretation of interest inventories varied amongst educators in their use for IEP development and student exploration.	Document Review Interviews	Transition related professional development will be provided to staff at the middle and high school levels. Progress Check: December 2010	Dec 2010: PD has been provided to all HS staff and is planned for MS staff. Transition rubrics and assessments tools are being upgraded.

					(Agendas; Sign in Sheets)
Result	4	<p><u>Secondary Vocational Assessments (high school)</u> In 9th grade all students take a Computer Technology class and all get an account on WayToGoRI and begin some vocational assessment work during this time. The goal is to have all ILPs on the Tienet system. This is an ongoing work in progress at this time.</p> <p>Case managers complete the vocational assessment (Ederle Severson Transition rating scale issued as is WayToGoRI). At times, the Department Chair will take resource classes to the computer lab to explore WayToGoRI. Ten Sigma is also being used but it is in the emerging process.</p> <p>Teachers acknowledge that this is an area that needs attention in terms of a coordinated and documented transition evaluation that has meaning and connectivity to the IEP planning process. In addition, staff expressed need to have a transition structure that provided an array of structured and supported vocational experiences/ career exploration opportunities for students as appropriate.</p>	Document Review Interviews	See Support Plan in Item 3 above. The support plan reflected there is applicable to this finding.	See Item 3.
Result	5	The Transition Coordinator is lead for Office for Rehabilitative Service (ORS) referrals. The teacher who case manages students who take Life Skills classes is the lead for Division of Developmental Disabilities (DDD) referrals.	Document Review Interviews		
Result	6	The Viking Café is a café that is managed and run by students who access Life Skills. Students offer opportunities to purchase snack goods during advisories (rotating basis for advisory classes as a reward) and sometimes after school. Teacher assistants also assist with Viking Café during the time. Students who participate in the Viking Café are not included in advisories with their typical peers at this time. Plans are underway to revamp the program for the next school year.	Document Review Interviews	<p>All students will be able to access advisories during the 2010-2011 school year.</p> <p>Timeline: Immediately and on-going Progress Check: October 2010</p>	Oct 2010: All students participate in advisory with their typical peers.
Result	7	Someone from the high school, special education department, typically the department chair attends the IEP meetings for incoming students.	Document Review Interviews		

Result	8	The high school department chair attends the Transition Advisory Committee (TAC) and shares information from the TAC meeting with the special educators.	Document Review Interviews																				
Result	9	<div>Graduation and dropout rates</div> <table><tr><td colspan="2"><i>Graduation Rate Newport</i></td></tr><tr><td>Students with IEPs is 50.00%</td><td>All student graduation rate is 65.60%</td></tr><tr><td colspan="2"><i>Graduation Rate State</i></td></tr><tr><td>Students with IEPs 55.90%</td><td>All student graduation rate is 73.9%</td></tr><tr><td colspan="2"><i>Drop Out Rate Newport</i></td></tr><tr><td>Student with IEPs 34.70%</td><td>All students 22.40%</td></tr><tr><td colspan="2"></td></tr><tr><td colspan="2"><i>Dropout Rate State</i></td></tr><tr><td>Students with IEPs 15.50%</td><td>All students 25.40%</td></tr></table> <p>Newport has the following plans/programs in place for students in order to reduce the dropout rate and increase the graduation rate. Notable among the leadership objectives are 1.2 regarding the implementation of interventions in both literacy and mathematics, 1.3 regarding professional development to support personalized, rigorous instruction, and 1.4.1 regarding raising expectations through the development of individual learning plans and the use of culturally responsive and research-based interventions. Additionally, the curriculum/instruction/assessment objective 1.2 addresses the development of a responsive system of support to address the needs of identified students. This includes the development of rigorous general education summer interventions to build proficiency, which we have refined at grades 2-7, and are ready to implement for grades 8-12. Ongoing measurement strategies include: student rate of progress toward grade level/span expectations; numbers of students attaining targeted course benchmarks; numbers of students making improvement on online benchmarked assessments; numbers of students using alternate pathways to demonstrate previously unattained benchmarks; and numbers of students deemed ready for higher levels of courses. Objective 3.2.2 under engaging families and communities addresses</p>	<i>Graduation Rate Newport</i>		Students with IEPs is 50.00%	All student graduation rate is 65.60%	<i>Graduation Rate State</i>		Students with IEPs 55.90%	All student graduation rate is 73.9%	<i>Drop Out Rate Newport</i>		Student with IEPs 34.70%	All students 22.40%			<i>Dropout Rate State</i>		Students with IEPs 15.50%	All students 25.40%	Document Review Interviews State Performance Plan		
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	<p>widening and deepening the community's understanding of our proficiency-based graduation requirements and objectives 4.1.5 and 5.2.1 under safe and secure learning environments addresses our goal of increasing student access to technological supports and personalizing the supports we provide to them as learners. In addition, the district has had a Progressive Support and Intervention (PS&I) Plan that was designed to develop students' access and opportunity, through multiple pathways that are imbued with culturally responsive interventions. This PS&I Plan coordinated assessment and curriculum in district and at out schools to which Newport tuitions students, and positively impacted student achievement. Newport is no longer under PS&I due to the success of this plan.</p>			
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